**Form G: Framework for Teachers**

**Form G: Vermilion Association for Special Education Framework for Teachers**

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| **Domain I for Teachers: Planning and Preparation** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1a:** **Knowledge of Content and Pedagogy** | In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of pre-requisite knowledge important  to student learning of the  content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice  reflect a limited range of pedagogical approaches to  the discipline or to the students. | The teacher displays solid knowledge of the important  concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics.  The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. | The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The  teacher demonstrates under-standing of prerequisite  relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches  in the discipline and the ability to anticipate student misconceptions. |
| **1a: Critical Attributes** | -Teacher makes content errors.  -Teacher does not consider prerequisite relationships when planning.  -Teacher’s plans use inappropriate strategies for the discipline. | -Teacher’s understanding of the discipline is rudimentary.  -Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.  -Lesson and unit plans use limited instructional strategies, and some are not be suitable to the content. | -Teacher can identify important concepts of the discipline and their relationships to one another.  -Teacher provides clear explanations of the content.  -Teacher answers student questions accurately and provides feedback that furthers their learning.  -Instructional strategies in unit and lesson plans are entirely suitable to the content. | -Teacher cites intra- and interdisciplinary content relationships.  -Teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed.  -Teacher’s plans reflect recent developments in content-related pedagogy. |
| **Evidence:**  Click here to enter text. | | | | |

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|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1b:** **Knowledge of Students** | | The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does  not indicate that such knowledge is valuable. | The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this  knowledge not to individual students but to the class as a whole. | The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. | The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher  also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. |
| **1b: Critical Attributes** | | -Teacher does not understand child development characteristics and has unrealistic expectations for students.  -Teacher does not try to ascertain varied ability levels among students in the class.  -Teacher is not aware of student interests or cultural heritages.  -Teacher takes no responsibility to learn about students’ medical or learning disabilities. | -Teacher cites developmental theory but does not seek to integrate it into lesson planning.  -Teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”  -Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.  -Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. | -Teacher knows, for groups of students, their levels of cognitive development.  -Teacher is aware of the different cultural groups in the class.  -Teacher has a good idea of the range of interests of students in the class.  -Teacher has identified “high,” “medium,” and “low” groups of students within the class.  -Teacher is well informed about students’ cultural heritage and incorporates this knowledge in lesson planning.  -Teacher is aware of the special needs represented by students in the class. | -Teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.  -Teacher seeks out information from all students about their cultural heritage.  -Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans. |
| **Evidence:**  Click here to enter text. | | | | | |

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| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Domain I for Teachers: Planning and Preparation** | | | | | | | | | |  | | **Unsatisfactory** | | **Needs Improvement** | | **Proficient** | | **Excellent** | | **1c: Setting Instructional Outcomes** | | The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning.  Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only  some students. | | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and  activities. Outcomes reflect several types of learning,  but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. | | Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination,  and they are differentiated, in whatever way is needed, for different groups of students. | | All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment.  Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. | | **1c: Critical Attributes** | | -Outcomes lack rigor.  -Outcomes do not represent important learning in the discipline.  -Outcomes are not clear or are stated as activities.  -Outcomes are not suitable for many students in the class. | | -Outcomes represent a mixture of low expectations and rigor.  -Some outcomes reflect important learning in the discipline.  -Outcomes are suitable for most of the class. | | -Outcomes represent high expectations and rigor.  -Outcomes are related to “big ideas” of the discipline.  -Outcomes are written in terms of what students will learn rather than do.  -Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.  -Outcomes, differentiated where necessary, are suitable to groups of students in the class. | | -Teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.  -Teacher connects outcomes to previous and future learning.  -Outcomes are differentiated to encourage individual students to take educational risks. | | **Evidence:**  Click here to enter text. | | | | | | | | | | **Domain I for Teachers: Planning and Preparation** | | | | | | | | | |  | **Unsatisfactory** | | **Needs Improvement** | | **Proficient** | | **Excellent** | | | **1d: Knowledge of Resources** | The teacher is unaware of resources to assist student  learning beyond materials provided by the school or  district, nor is the teacher aware of resources for expanding one’s own professional skill. | | The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge. | | The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources. | | Teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive. The teacher utilizes resources beyond those provided by the school or district, including those on the Internet, in the community, through professional organizations and universities, and seeks out such resources. | | | **1d: Critical Attributes** | -The teacher uses only district-provided materials, even when more variety would assist some students.  -The teacher does not seek out resources available to expand her own skill.  -Although the teacher is aware of some student needs, he does not inquire about possible resources. | | -The teacher uses materials in the school but does not search beyond the school for resources.  -The teacher participates in content-area workshops offered by the school but does not pursue other professional development.  -The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. | | -Texts are at varied levels.  -Texts are supplemented by guest speakers and field experiences.  -The teacher facilitates the use of Internet resources.  -Resources are multidisciplinary.  -The teacher expands her knowledge through professional learning groups and organizations.  -The teacher pursues options offered by universities.  -The teacher provides lists of resources outside the classroom for students to draw on. | | -Texts are matched to student skill level.  -The teacher has ongoing relationships with colleges and universities that support student learning.  -The teacher maintains a log of resources for student reference.  -The teacher pursues apprenticeships to increase discipline knowledge.  -The teacher facilitates student contact with resources outside the classroom. | | | **Evidence:**  Click here to enter text. | | | | | | | | | | **Domain I for Teachers: Planning and Preparation** | | | | | | | | | |  | **Unsatisfactory** | | **Needs Improvement** | | **Proficient** | | **Excellent** | | | **1e: Designing Coherent Instruction** | Learning activities are poorly aligned with the instructional  outcomes, do not follow an organized progression, are not designed to engage students in  active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. | | Some of the learning activities  and materials are aligned with  the instructional outcomes and  represent moderate cognitive challenge, but with no  differentiation for different  students. Instructional groups  partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities  is uneven, with only some reasonable time allocations. | | Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some  differentiation for different groups of students and varied  use of instructional groups. | | The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and  is designed to engage students in high-level cognitive activity. These are appropriately differentiated  for individual learners.  Instructional groups are varied appropriately, with some opportunity for student choice. | | | **1e: Critical Attributes** | -Learning activities are boring and/or not well aligned to the instructional goals.  -Materials are not engaging or do not meet instructional outcomes.  -Instructional groups do not support learning.  -Lesson plans are not structured or sequenced and are unrealistic in their expectations. | | -Learning activities are moderately challenging.  -Learning resources are suitable, but there is limited variety.  -Instructional groups are random, or they only partially support objectives.  -Lesson structure is uneven or may be unrealistic about time expectations. | | -Learning activities are matched to instructional outcomes.  -Activities provide opportunity for higher-level thinking.  -Teacher provides a variety of appropriately challenging materials and resources.  -Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.  -The plan for the lesson or unit is well structured, with reasonable time allocations. | | -Activities permit student choice.  -Learning experiences connect to other disciplines.  -Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.  -Lesson plans differentiate for individual student needs. | | | **Evidence:**  Click here to enter text. | | | | | | | | |   **Domain 1 for Teachers: Planning and Preparation**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **1f: Designing Student Assessments** | Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has  no plan to incorporate formative assessment in the lesson or unit. | Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes. | All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students.  Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. | All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. | | **1f: Critical Attributes** | -Assessments do not match instructional outcomes.  -Assessments have no criteria.  -No formative assessments have been designed.  -Assessment results do not affect future plans. | -Only some of the instructional outcomes are addressed in the planned assessments.  -Assessment criteria are vague.  -Plans refer to the use of formative assessments, but they are not fully developed.  -Assessment results are used to design lesson plans for the whole class, not individual students. | -All the learning outcomes have a method for assessment.  -Assessment types match learning expectations.  -Plans indicate modified assessments for some students as needed.  -Assessment criteria are clearly written.  -Plans include formative assessments to use during instruction.  -Lesson plans indicate possible adjustments based on formative assessment data. | In addition to the characteristics of “proficient,”  -Assessments provide opportunities for student choice.  -Students participate in designing assessments for their own work.  -Teacher-designed assessments are authentic with real-world application, as appropriate.  -Students develop rubrics according to teacher-specified learning objectives.  -Students are actively involved in collecting information from formative assessments and provide input. | | **Evidence:**  Click here to enter text. | | | | | |

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| **Domain 2 for Teachers: The Classroom Environment** | | | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | | **Proficient** | **Excellent** | |
| **2a: Creating an Environment of Respect and Rapport** | Patterns of classroom interactions, both between  teacher and students and among students, are mostly  negative, inappropriate, or insensitive to students’  ages, cultural backgrounds, and developmental levels.  Student interactions are characterized by sarcasm,  put-downs, or conflict. The teacher does not deal with  disrespectful behavior. | Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students  rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | | Teacher-student interactions are friendly and demonstrate general caring and respect. Such inter-actions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally  polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully  to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks. | Classroom interactions between teacher and students and among students are highly respectful and trusting. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. | |
| **2a: Critical Attributes** | -Teacher is disrespectful towards students or insensitive to students’ ages, cultural backgrounds, and developmental levels.  -Students’ body language indicates feelings of hurt, discomfort, or insecurity.  -Teacher displays no familiarity with, or caring about, individual students.  -Teacher disregards disrespectful interactions among students. | -The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.  -Teacher attempts to respond to disrespectful behavior among students, with uneven results.  -Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. | | -Talk between teacher and students and among students is uniformly respectful.  -Teacher successfully responds to disrespectful behavior among students.  -Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.  -Teacher makes general connections with individual students.  -Students exhibit respect for teacher. | -Teacher demonstrates knowledge and caring about individual students’ lives beyond the class and school.  -There is no disrespectful behavior among students.  -When necessary, students respectfully correct one another in their conduct towards classmates.  -Students participate without fear of put-downs or ridicule from either the teacher or other students.  -Teacher respects and encourages students’ efforts. | |
| **Evidence:**  Click here to enter text. | | | | | | |
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| **2b:** **Establishing a Culture for Learning** | The classroom culture is characterized by a lack of  teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. | The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. | The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. | | The classroom culture is a cognitively busy place. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvement and/or assisting peers. |
| **2b: Critical Attributes** | -Teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.  -Teacher conveys to at least some students that the work is too challenging for them.  -Students exhibit little or no pride in their work.  -Students use language incorrectly; teacher does not correct them. | -Teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work.  -Teacher conveys high expectations for only some students.  -Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”  -Teacher’s primary concern appears to be to complete the task at hand.  -Teacher urges, but does not insist, that students use precise language. | -Teacher communicates the importance of the content and the conviction that with hard work all students can master the material.  -Teacher demonstrates a high regard for students’ abilities.  -Teacher conveys an expectation of high levels of student effort.  -Students expend good effort to complete work of high quality.  -Teacher insists on precise use of language by students. | | -Teacher communicates passion for the subject.  -Teacher conveys the satisfaction that accompanies a deep understanding of complex content.  -Students indicate through their questions and comments a desire to understand the content.  -Students assist their classmates in understanding the content.  -Students take initiative in improving the quality of their work.  -Students correct one another in their use of language. |
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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2c:** **Managing Classroom Procedures** | Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines. | Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s  management of instructional groups and transitions, or handling of materials and supplies, or both, are  inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. | There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions,  or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines. | Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. |
| **2c: Critical Attributes** | -Students not working with teacher are not productively engaged.  -Transitions are disorganized, with much loss of instructional time.  -There do not appear to be any established procedures for distributing and collecting materials.  -A considerable amount of time is spent off task because of unclear procedures. | -Students not working directly with teacher are only partially engaged.  -Procedures for transitions seem to have been established, but their operation is not smooth.  -There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.  -Classroom routines function unevenly. | -Students are productively engaged during small-group or independent work.  -Transitions between large- and small-group activities are smooth.  -Routines for distribution and collection of materials and supplies work efficiently.  -Classroom routines function smoothly. | -With minimal prompting by teacher, students ensure that their time is used productively.  -Students take initiative in distributing and collecting materials efficiently.  -Students themselves ensure that transitions and other routines are accomplished smoothly. |
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|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2d: Managing Behavior** | There appear to be no established standards of conduct, or students challenge them. There is little or no  teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity. Teachers use verbal feedback only to target negative behaviors. | Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. Teacher attempts to give verbal feedback for positive behaviors, but is inconsistent in efforts. | Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. Verbal feedback is mostly targeted at positive behaviors. | Student behavior is appropriate a majority of the time. The teacher responds consistently, proportionately, and respectfully to specific behaviors for each student. Responses by the teacher to challenging behaviors are consistently calm. Verbal feedback is consistently targeted at positive behaviors. |
| **2d: Critical Attributes** | -The classroom environment is chaotic, with no standards of conduct evident.  -Teacher does not monitor student behavior.  -Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. | -Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.  -Teacher attempts to keep track of student behavior, but with no apparent system.  -Teacher’s response to student misbehavior is inconsistent: sometimes harsh, other times lenient. | -Standards of conduct appear to have been established and implemented successfully.  -Overall, student behavior is generally appropriate.  -Teacher frequently monitors student behavior.  -Teacher’s response to student misbehavior is effective. | -Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled.  -Teacher silently and subtly monitors student behavior.  -Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. |
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| **2e:** **Managing Physical Space** | The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including  computer technology, and the lesson activities. | The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. | The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. | The classroom is safe, and learning is accessible to all students. The structure and organization of the physical learning environment significantly promotes student independence. The teacher makes adjustments when necessary to improve the delivery of the lesson. |
| **2e: Critical Attributes** | -There are physical hazards in the classroom, endangering student safety.  -Many students can’t see or hear the teacher or see the board.  -Available technology is not being used. | -The physical environment is safe, and most students can see and hear the teacher or see the board.  -The physical environment is not an impediment to learning but does not enhance it.  -The teacher makes limited use of available technology and other resources. | -The classroom is safe, and all students are able to see and hear the teacher or see the board.  -The classroom is arranged to support the instructional goals and learning activities.  -The teacher makes appropriate us of available technology. | -Modifications are made to the physical environment to accommodate students with special needs.  -There is total alignment between the learning activities and the physical environment.  -Students take the initiative to adjust the physical environment.  -The teacher and students make extensive and imaginative use of available technology. |
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| **Domain 3 for Teachers: Instruction** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3a: Communicating with Students** | The instructional purpose of the lesson is unclear to students, and the directions and procedures are  confusing. The teacher’s explanation of the content  contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is  inappropriate, vague, or used incorrectly, leaving students  confused. | The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions  and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds.  The teacher rarely takes opportunities to explain academic vocabulary. | The instructional purpose of the lesson is clearly communicated  to students, including where it is situated within broader learning; directions and procedures are  explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding. | The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and  procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing understanding through scaffolding and connecting to student’s interests. During the explanation, the teacher encourages student independence with strategy use. Teacher’s spoken language is expressive and the teacher finds opportunities to expand students’ vocabulary. |
| **3a: Critical Attributes** | -At no time during the lesson does teacher convey to students what they will be learning.  -Students indicate through their questions that they are confused about the learning task.  -Teacher makes a serious content error that will affect students’ understanding of the lesson.  -Students indicate through body language or questions that they don’t understand the content being presented.  -Teacher’s communications include errors of vocabulary or usage or imprecise use of academic language.  -Teacher’s vocabulary is inappropriate to the age or culture of the students. | -Teacher provides little elaboration or explanation about what the students will be learning.  -Teacher must clarify the learning task so students can complete it.  -Teacher makes no serious content errors but may make minor ones.  -Teacher’s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.  -Teacher’s explanations of content are purely procedural, with no indication of how students can think strategically.  -Teacher’s vocabulary and usage are correct but unimaginative.  -When teacher attempts to explain academic vocabulary, the effort is only partially successful.  -Teacher’s vocabulary is too advanced, or too juvenile, for students. | -Teacher states clearly, at some point during the lesson, what the students will be learning.  -If appropriate, teacher models the process to be followed in the task.  -Students engage with the learning task, indicating that they understand what they are to do.  -Teacher makes no content errors.  -Teacher’s explanation of content is clear and invites student participation and thinking.  -Teacher describes specific strategies students might use, inviting students to interpret them in the context of what they’re learning.  -Teacher’s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.  -Teacher’s vocabulary is appropriate to students’ ages and levels of development. | -If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.  -Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.  -Teacher points out possible areas for misunderstanding.  -Teacher invites students to explain the content to their classmates.  -Students suggest other strategies they might use in approaching a challenge or analysis.  -Teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.  -Students use academic language correctly. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for Teachers: Instruction** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3b: Using Questioning and Discussion Techniques** | The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. Social skills development is not targeted. | The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. Social skills development is attempted during instruction, but efforts fall short. | While the teacher may use some low-level questions, s/he poses questions designed to promote student thinking and under-standing. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages many students in the discussion, employing a range of strategies to ensure that most students are heard. Social skills development is effectively targeted for some students. | The teacher uses a variety of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students may formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. The teacher challenges students to justify their thinking regardless of academic level and successfully engages most of the students in discussion. Social skill development is effectively targeted for all students. |
| **3b: Critical Attributes** | -Questions are rapid-fire and convergent, with a single correct answer.  -Questions do not invite student thinking.  -All discussion is between teacher and students; students are not invited to speak directly to one another.  -Teacher does not ask students to explain their thinking.  -A very few students dominate the discussion. | -Teacher frames some questions designed to promote student thinking, but many have a single correct answer, and teacher calls on students quickly.  -Teacher invites students to respond directly to one another’s ideas, but few students respond.  -Teacher calls on many students, but only a small number actually participate in the discussion.  -Teacher asks students to justify their reasoning, but only some students attempt to do so. | -Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.  -Teacher makes effective use of wait time.  -Discussions enable students to talk to one another without ongoing mediation by teacher.  -Teacher calls on most students, even those who don’t initially volunteer.  -Many students actively engage in the discussion.  -Teacher asks students to explain their reasoning, and most attempt to do so. | -Students initiate higher-order questions.  -Teacher builds on and uses student responses to questions in order to deepen student understanding.  -Students extend the discussion, enriching it.  -Students invite comments from their classmates during a discussion and challenge one another’s thinking.  -Virtually all students are engaged in the discussion. |
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| **Domain 3 for Teachers: Instruction** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3c: Engaging Students in Learning** | The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or  require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The  groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.” | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | The content and activities in the lesson are challenging to all students. At nearly all opportunities, the teacher probes for more complex responses, expands the expectations for student responses, or promotes higher order thinking.  Student grouping allows them to serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students time to be intellectually engaged and reflective about their learning. |
| **3c: Critical Attributes** | -Few students are intellectually engaged in the lesson.  -Learning tasks/activities and materials require only recall or have a single correct response or method.  -Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement  -Instructional materials used are unsuitable to the lesson and/or the students.  -The lesson drags or is rushed. | -Some students are intellectually engaged in the lesson.  -Learning tasks are a mix of those requiring thinking and those requiring recall.  -Student engagement with the content is largely passive, the learning consisting primarily of facts or procedures.  -The instructional groupings used are moderately appropriate to the activities.  -Few of the materials and resources require student thinking or ask students to explain their thinking.  -The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. | -Most students are intellectually engaged in the lesson.  -Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.  -Students are invited to explain their thinking as part of completing tasks.  -Teacher uses groupings that are suitable to the lesson activities.  -Materials and resources require intellectual engagement, as appropriate.  -The pacing of the lesson provides students the time needed to be intellectually engaged. | -Virtually all students are intellectually engaged in the lesson.  -Lesson activities require high-level student thinking and explanations of their thinking.  -Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.  -Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for Teachers: Instruction** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3d:** **Using Assessment in Instruction** | Students do not appear to be aware of the assessment  criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. | Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. | Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. | Assessment is fully integrated into instruction, through extensive use of formative assessment. A variety of data collection techniques are frequently used to analyze efficacy of teaching strategies and feedback is specific and accurate.  If targets are not being met as determined by assessment goals,  the teacher quickly makes appropriate interventions to work towards generalization and maintenance. Many students engage in self-assessment or regulation strategies. |
| **3d: Critical Attributes** | -Teacher gives no indication of what high-quality work looks like.  -Teacher makes no effort to determine whether students understand the lesson.  -Students receive no feedback, or feedback is global or directed to only one student.  -Teacher does not ask students to evaluate their own or classmates’ work. | -There is little evidence that the students understand how their work will be evaluated.  -Teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.  -Feedback to students is vague and not oriented toward future improvement of work.  -Teacher makes only minor attempts to engage students in self- or peer assessment. | -Teacher makes the standards of high-quality work clear to students.  -Teacher elicits evidence of student understanding.  -Students are invited to assess their own work and make improvements; most of them do so.  -Feedback includes specific and timely guidance at least for groups of students. | -Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.  -Teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.  -Students monitor their own understanding, either on their own initiative or as a result of tasks set by teacher.  -High-quality feedback comes from many sources, including students; it is specific and focused on improvement. |
| **Evidence:**  Click here to enter text. | | | | |
| **Domain 3 for Teachers: Instruction** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3e:**  **Demonstrating Flexibility and Responsiveness** | The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content. | The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. | The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. | The teacher seizes opportunities to enhance learning from spontaneous events or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from within the school or outside of the school, teacher persists in seeking effective approaches for students who need help. |
| **3e: Critical Attributes** | -Teacher ignores indications of student boredom or lack of understanding.  -Teacher brushes aside student questions.  -Teacher conveys to students that when they have difficulty learning it is their fault.  -In reflecting on practice, teacher does not indicate that it is important to reach all students.  -Despite evident student confusion, teacher makes no attempt to adjust the lesson. | -Teacher’s efforts to modify the lesson are only partially successful.  -Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.  -Teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them.  -In reflecting on practice, teacher indicates the desire to reach all students but does not suggest strategies for doing so. | -When improvising becomes necessary, teacher makes adjustments to the lesson.  -Teacher incorporates students’ interests and questions into the heart of the lesson.  -Teacher conveys to students that s/he has other approaches to try when the students experience difficulty.  -In reflecting on practice, teacher cites multiple approaches undertaken to reach students having difficulty. | -Teacher’s adjustments to the lesson, when needed, are designed to assist individual students.  -Teacher seizes on a teachable moment to enhance a lesson.  -Teacher conveys to students that s/he won’t consider a lesson “finished” until every student understands and that s/he has a broad range of approaches to use.  -In reflecting on practice, teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students. |
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| **Domain 4 for Teachers: Professional Responsibility** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4a:**  **Reflecting on Practice** | Teacher does not reflect on practice or the reflections are inaccurate or self-serving. | Teacher‘s reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | Teacher’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; Teacher makes some specific suggestions as to how his or her performance might be improved. | Teacher’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students; Teacher draws on an extensive repertoire to suggest alternative strategies. |
| **4a: Critical Attributes** | - Teacher considers the lesson but draws incorrect conclusions about its effectiveness  -Teacher makes no suggestions for improvement | -Teacher has a general sense of whether or not instructional practices were effective.  -Teacher offers general modifications for future instruction. | -Teacher accurately assesses the effectiveness of instructional activities used.  -Teacher identifies specific ways in which a lesson might be improved. | -Teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.  -Teacher’s suggestions for improvement draw on an extensive repertoire. |
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| **Domain 4 for Teachers: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4b:**  **Maintaining Accurate Records** | Teacher does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | Teacher has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | Teacher has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | Teacher has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to other educators and related service personnel. |
| **4b: Critical Attributes** | -There is no system for either instructional or noninstructional records.  -Record-keeping systems are in disarray and provide incorrect or confusing information. | -Teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.  -Teacher’s process for tracking student progress is cumbersome to use.  -Teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors. | -Teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.  -Teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.  -Teacher’s process for recording noninstructional information is both efficient and effective. | In addition to the characteristics of “proficient”:  -Students contribute to and maintain records indicating completed and outstanding work assignments.  -Students contribute to and maintain data files indicating their own progress in learning.  -Students contribute to maintaining noninstructional records for the class. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for Teachers: Professional Development** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4c: Collaborating with Stakeholders** | Teacher does not respond to staff and parent requests for information. Teacher’s communication about students’ progress is minimal. | Teacher makes sporadic attempts at communication with staff and parents about the program and the progress of the individual. Communication that takes place may not be culturally sensitive. | Teacher initiates contact with teachers and administrators to confer regarding student needs; Teacher responds promptly and appropriately to parent inquiries and communicates in a culturally sensitive way. | Teacher proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. Teacher responds to family concerns with professional and cultural sensitivity. |
| **4c: Critical Attributes** | -Little or no information regarding the instructional program is available to parents.  -Families are unaware of their children’s progress.  -Family-engagement activities are lacking.  -There is some culturally inappropriate communication. | -School or district-created materials about the instructional program are sent home.  -Teacher sends home infrequent or incomplete information about the instructional program.  -Teacher maintains school-required grade book but does little else to inform families about student progress.  -Some of the teacher’s communications are inappropriate to families’ cultural norms. | -Teacher regularly makes information about the instructional program available.  -Teacher regularly sends home information about student progress.  -Teacher develops activities designed to successfully engage families successfully and appropriately in their children’s learning.  -Most of teacher’s communications are appropriate to families’ cultural norms. | -Students regularly develop materials to inform their families about the instructional program.  -Students maintain accurate records about their individual learning progress and frequently share this information with families.  -Students contribute to regular and ongoing projects designed to engage families in the learning process.  -All of teacher’s communications are highly sensitive to families’ cultural norms. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for Teachers: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4d:**  **Participating in a Professional Community** | Teacher does not consistently attend required school and required district meetings. Teacher’s relationships with colleagues are negative or unprofessional. | Teacher inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. Teacher’s relationships with colleagues are cordial. | Teacher attends required school and required district meetings, is punctual, and actively participates. The teacher maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| **4d: Critical Attributes** | -Teacher’s relationships with colleagues are characterized by negativity or combativeness.  -Teacher purposefully avoids contributing to activities promoting professional inquiry.  -Teacher avoids involvement in school activities and district and community projects. | -Teacher has cordial relationships with colleagues.  -When invited, teacher participates in activities related to professional inquiry.  -When asked, teacher participates in school activities, as well as district and community projects. | -Teacher has supportive and collaborative relationships with colleagues.  -Teacher regularly participates in activities related to professional inquiry.  -Teacher frequently volunteers to participate in school events and school district and community projects. | In addition to the characteristics of “proficient,”  -Teacher takes a leadership role in promoting activities related to professional inquiry.  -Teacher regularly contributes to and leads events that positively impact school life.  -Teacher regularly contributes to and leads significant district and community projects. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for Teachers: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4e:**  **Growing and Developing Professionally** | Teacher does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | Teacher’s participation in professional development activities is limited to those that are convenient or are required. | Teacher seeks out opportunities for professional development based on an individual assessment of need. | Teacher provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **4e: Critical Attributes** | -Teacher is not involved in any activity that might enhance knowledge or skill.  -Teacher purposefully resists discussing performance with supervisors or colleagues.  -Teacher ignores invitations to join professional organizations or attend conferences. | -Teacher participates in professional activities when they are required or provided by the district.  -Teacher reluctantly accepts feedback from supervisors and colleagues.  -Teacher contributes in a limited fashion to professional organizations. | -Teacher seeks regular opportunities for continued professional development.  -Teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.  -Teacher actively participates in organizations designed to contribute to the profession. | In addition to the characteristics of “proficient”:  -Teacher seeks regular opportunities for continued professional development, including initiating action research.  -Teacher actively seeks feedback from supervisors and colleagues.  -Teacher takes an active leadership role in professional organizations in order to contribute to the profession. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for Teachers: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4f:**  **Showing Professionalism** | Teacher displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Teacher is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Teacher can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| **4f: Critical Attributes** | -Teacher is dishonest.  -Teacher does not notice the needs of students.  -The teacher engages in practices that are self-serving.  -The teacher willfully rejects school district regulations.  -Attendance is rare. | -Teacher is honest.  -Teacher notices the needs of students, but is inconsistent in addressing them.  -Teacher does not notice that some school practices result in poor conditions for students.  -Teacher makes decisions professionally, but on a limited basis.  -Teacher complies with school district regulations.  -Attendance is inconsistent. | -Teacher is honest and known for having high standards of integrity.  -Teacher actively addresses student needs.  -Teacher actively works to provide opportunities for student success.  -Teacher willingly participates in team and departmental decision-making.  -Teacher complies completely with school district regulations.  -Attendance is regular; Attends most assigned days. | -Teacher is considered a leader in terms of honesty, integrity, and confidentiality.  -Teacher is highly proactive in serving students.  -Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.  -Teacher takes a leadership role in team and departmental decision-making.  -Teacher takes a leadership role regarding school.  -Attendance is consistent or perfect; Attends all or almost all assigned work days. |
| **Evidence:**  Click here to enter text. | | | | |